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ABSTRACT

The processes used by the Defense Language Institute (DLI) Foreign Language Center to develop proficiency-based nonresident courses in Czech, Polish, and Russian for language maintenance is described. Based on needs assessment and analysis of Department of Defense endusers, DLI provided the concept and design for the Proficiency Improvement Courses. After a brief introduction, the theoretical framework on which the courses' development is based and the approach used in their development are described and the key elements of the theoretical framework are outlined: they include the Interagency Language Roundtable's model of second language proficiency, use of authentic materials, and proficiency-based testing. A method of course development involving three discrete phases (staff orientation management plan, staff orientation, and curriculum and materials development) is described in the next section. A third section discusses the problems encountered in the project, including copyrights, requirements for computer literacy, and the limitations in English language skills of the course developers. A list of six references as well as tables, charts, and algorithms relating to course development are appended. (MSE)

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LINGUIST PROFICIENCY IMPROVEMENT COURSES

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TABLE OF CONTENTS

Page

Introduction 1

Theoretical Framework 1
- A Model of Second Language Proficiency 1
- Use of Authentic Materials 3
- Proficiency-Based Testing 4

Method 4
- Phase I — Staff Orientation Management Plan 4
- Phase II — Staff Orientation 6
- Phase III — Development of the Proficiency Improvement Courses (PICs) 7

Problems Encountered 11
- Copyrights 11
- Computer Literacy 13
- English Language Skills 14

Educational Importance of Work 15

References 16

Appendix — Copies of Vu-Graphs 17

Figures
1 PIC Development Phases 4
2 Project Organization 5
3 Staff Selection and Orientations 6
4 PIC Development Activities 7
5 Workbook Content and Organization 8
6 Workbook Development Process 9
7 Product Review Process 9
8 Example of a Content Checklist 10
9 Example of a Format Checklist 11
10 Copyright Dilemma 12
11 Computer Literacy Problems 14
12 English Language Skill Problems 14

Tables
1 Interagency Language Roundtable Skill Level Descriptions 2
2 Authentic Materials Vs. Contrived Materials 3
3 Delineation of Project Responsibilities 5
4 Language Course Structure 7

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INTRODUCTION

The Defense Language Institute Foreign Language Center's (DLIFLC or DLI) mission extends beyond resident training to include technical control of all foreign language training conducted worldwide by elements of the Department of Defense (DoD). As part of this nonresident mission, DLI is responsible for providing courses that allow DLI graduates to maintain their language skills, i.e., listening, reading, speaking and writing, in the field environment.

As stated by DLI, the objective of the Proficiency Improvement Courses (PIC) project described in this paper is to develop proficiency-based nonresident courses in three Slavic languages: 1) Czech; 2) Polish, and; 3) Russian. Reading and Listening tracks supplemented with speaking exercise suggestions for instructors are being developed for each language. The Reading and Listening tracks are designed so they can be used in both self-study and instructor-dependent modes; the speaking exercise suggestions will necessarily be instructor-dependent.

Based on a DLI needs assessment and analysis of DoD end-users, DLI provided the concept and design for the PICs. This paper will describe the theoretical framework upon which the development of the PICs is based and the approach applied to their development.

THEORETICAL FRAMEWORK

Each PIC is grounded in a theoretical framework. The framework is based on an operational model of second language proficiency as acquired by adult learners studying in a formal environment, a model of testing based on that proficiency model, and the associated concept of using "authentic materials" from the target culture as a basis of assessment and instruction.

A Model of Second Language Proficiency

The model of second language proficiency employed here is the Interagency Language Roundtable Skill Level Descriptions. The Interagency Language Roundtable (ILR) is a committee composed of representatives of all government agencies that are involved in or concerned about second language instruction. The ILR meets monthly in Washington, DC. It is served by a number of committees, one of which is the Testing Committee. The ILR Testing Committee has developed and given its imprimatur to a set of scales that is used throughout the U.S. Government to assess language ability in each of the four basic communicative skills: listening, speaking, reading, and writing. These scales are called Skill Level Descriptions (SLD). Each SLD is a description of a second language learner's progressing mastery of the language at eleven different levels on an ordinal scale. Scores ranging from 0 to 5 are levels on an ordinal scale. A between-level score, known as a "plus" level rating, may also be assigned to a learner who clearly exceeds the requirements for one level, but does not fully satisfy the requirements for the next higher level.

While it is open to debate whether the ILR SLDs fully constitute a formal model (see pros and cons of the issue in the Winter, 1988 issue of *Modern Language Journal*), the SLDs have withstood the test of time. For over 30 years they have been used by US Government agencies to assign a performance-based proficiency level to government personnel requiring or claiming second language proficiency. While the SLDs have undergone continual refinement during that period by the ILR Testing Committee, their basic nature has remained unchanged as shown in Table 1: a learner at the level one is said to be able to "survive" in a target language; a learner at level two has basic conversational skills; a learner at level three has fully developed conversational skills and associated professional vocabulary relevant to this area of specialization; a learner at level four is often characterized as "near native" in proficiency, and a person at level five is characterized as a well-educated native speaker of the language.

Table 1 — INTERAGENCY LANGUAGE ROUNDTABLE SKILL LEVEL DESCRIPTIONS

LEVEL	SKILL
0	No functional ability
1	Not a full partner in a conversation Can cope with everyday survival topics
2	Full partner in a casual conversation Can talk about concrete topics
3	Full partner in both formal and informal conversations Can converse on abstract subjects
4	Can tailor language to fit an audience Can speak on all topics pertinent to professional needs
5	Equivalent to a well-educated native speaker Can speak on all subjects

A number of research studies have utilized the ILR SLDs as a criterion measure to validate other researcher-developed tests. They have been shown to correlate quite well with self-ratings (Clark, 1981). The Educational Testing Service has used them to validate a number of its second language tests, including the Test of English as a Foreign Language (Clark and Swinton, 1978), the Test of English for International Communication (Woodford, 1982), and the Test of Spoken English (Clark and Swinton, 1978). CAL has used them to validate its Chinese Proficiency Test (Clark and Li, 1986) and its Portuguese Proficiency Test (Stansfield and Kenyon, 1988). Among the many studies that have been carried out with this scale, the validity of the scale has never been brought into question by the results.

The goal of the PIC project is to move military linguists up the proficiency scale. Starting points on the scale begin with level 1 and progress to level 2+. Of course, it is not anticipated that a military linguist would normally increase from a level 1 to a level 2+ rating through self-study, merely that he or she would achieve an improved rating through the use of the PIC materials. A second purpose of the PICs is to prevent attrition of the language skills and maintain readiness.

Use of Authentic Materials

Authentic materials are defined as those that are produced by native speakers in the target country for consumption by native speakers in the target country. Therefore, a Russian language newspaper published in the United States for the immigrant community would not be considered, while a Russian language newspaper published in the Soviet Union for Soviet readers would be considered authentic.

The use of authentic materials is a recent innovation in second language teaching. Traditionally, curriculum materials have been contrived by textbook writers. This has lead to the tradition of a curriculum based on "unnatural" language, which is language that may be grammatically correct, but has a low probability of occurrence in the target language community. This language has typically been tailored to emphasize the grammatical structures being taught in a specific unit of instruction, without regard to its utility. An often cited example is *La plume d' ma tante* (my aunt's pen), which is the name of a passage in a French text that was used in this country for years. The passage was used to teach the genitive, or possessive form of nouns, pronouns, and adjectives. Table 2 compares the job performance of a linguist trained with contrived materials and that of a linguist trained with authentic materials.

Table 2 — AUTHENTIC MATERIALS VS. CONTRIVED MATERIALS

LANGUAGE INSTRUCTION	JOB-RELATED TASK	JOB PROFICIENCY
Authentic Materials **Pravda: "U.S. Imperialist Forces Today Bombed Libya."**	**Listen to Soviet Broadcasts**	• **Knows vocabulary** • **Is comfortable with rate of delivery, intonation, and broadcast frequency**
Contrived Materials **Textbook: "Pushkin's Father Had a Grand Library."**	**Listen to Soviet Broadcasts**	• **Unfamiliar with vocabulary** • **Unaccustomed to rapid rate of delivery, intonation, and broadcast frequency**

The materials developed during the PIC project will be based exclusively on the use of authentic materials. Students will be exposed only to real-life language as it is spoken and written in the target countries. In this way, they will be more likely to develop the ability to understand and read the kind of language they are likely to be exposed to on the job. To further ensure transfer of the language skills taught to the job, the PIC materials will emphasize job related language: that is, military language. This is accomplished by obtaining military publications from Eastern bloc countries, as well as through the use of satellite transmissions. The use of authentic materials does present problems which will be discussed later in this paper.

Proficiency-Based Testing

Concomitant with authentic materials is the use of an approach to progress and end of course testing that includes frequent use of test items and formats that focus on proficiency, rather than solely on achievement of the materials taught in the PICs. Proficiency-based testing emphasizes general functions of language as used in a wide variety of contexts and topics. Achievement testing emphasizes the linguistic characteristics of the materials taught in each unit. An achievement test might focus on the learning of the content of a specific classified advertisement, whereas a proficiency test might focus on the ability to read newspaper advertisements in general.

A third type of testing that is being used in the PICs is best described as a combination of proficiency and achievement testing. "Prochievement" testing is a term coined by Clark (1986) to describe progress tests that have a proficiency orientation. Such tests have also been described in Omaggio (1980), who calls them "hybrid" tests. An example is a test or test items that focus on the ability to read House for Sale ads in general, as opposed to the learning of the vocabulary of a specific ad. The PIC project staff have been trained to write achievement test items to test the material taught in each unit, as well as prochievement test items to test the mastery of the knowledge, skills and abilities that are typical components of a particular level of general proficiency.

METHOD

There are three discrete phases involved in the development of the Czech, Polish and Russian PICs as shown in Figure 1. Each of these phases will be addressed individually.

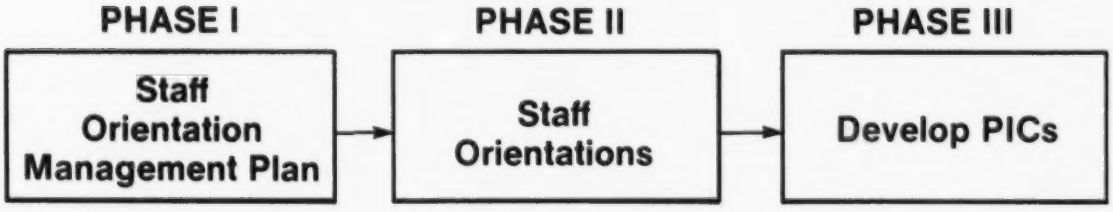
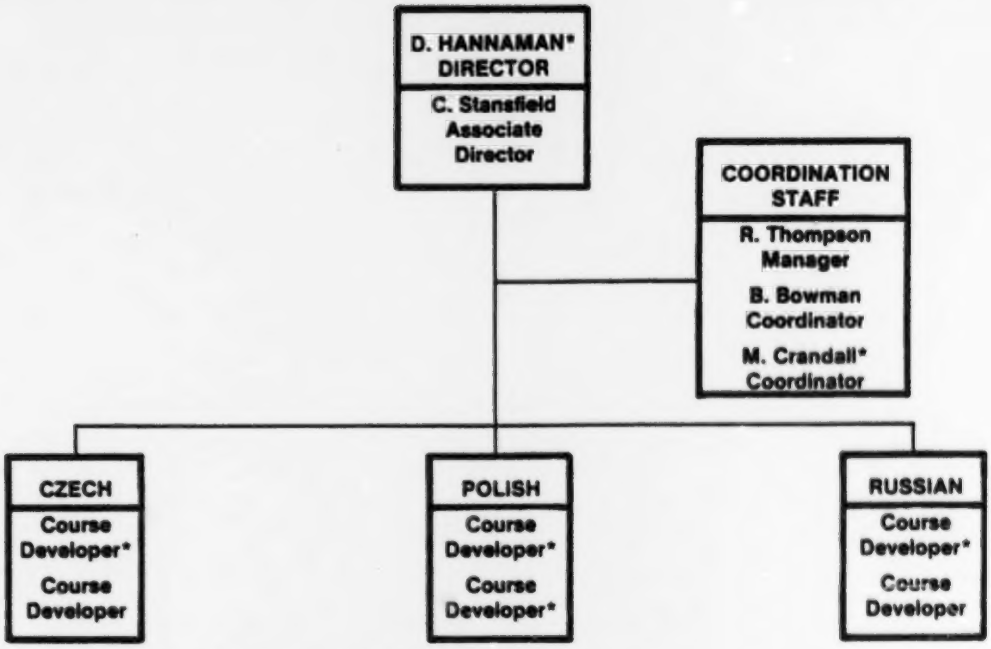


Figure 1 — PIC DEVELOPMENT PHASES

Phase I — Staff Orientation Management Plan

This phase focused on the best way to initiate the Slavic language PIC development project. The first step was to determine how the project would be organized. Two organizations were to be involved in the project, HII as the prime contractor and CAL as the subcontractor. Given this, the project was organized as shown in Figure 4. Project responsibilities were delineated as shown in Table 3.

Once DLI had approved the key project personnel, whose names appear in Figure 2, attention was focused on providing an orientation for all project personnel. Two orientations were considered necessary: one for the project management staff and the other for the coordination staff and course developers. A management plan was then developed which identified the tasks, schedule, staffing requirements and costs associated with these orientations.



*HII employees — all others are CAL employees.

Figure 2 — PROJECT ORGANIZATION

Table 3 — DELINEATION OF PROJECT RESPONSIBILITIES

NAME/TITLE	RESPONSIBILITIES	REPORTS TO
David Hannaman Project Director	Overall Project Management: Technical Quality Budget Management Only Interface with OPM Primary Interface with DLI Staff Management Reporting Managing Subcontractor	OPM Manager
Charlie Stansfield Associate Director	Subcontract Manager: Manage CAL Staff Product Quality Assurance Progress Reporting	David Hannaman Project Director
Dick Thompson Coordination Manager	Coordinate Development	Charlie Stansfield Associate Director
Brenda Bowman & Margo Crandall Staff Coordinators	Coordinate Development of Interim & Final Products	Dick Thompson Coordination Manager
Developers	Develop Products	Dick Thompson Coordination Manager

Phase II — Staff Orientation

This phase of the project included the four steps shown in Figure 3. Steps 1 and 2 involved the selection and hiring of the course developers. This process began with screening resumes which focused on four major criterion: 1) target language skills; 2) language instruction experience; 3) English language skills, and; 4) computer literacy. The developers had to have a reading, listening, speaking and writing proficiency of ≥3+ in the target language and ≥2+ in English. The developers' target language skills also had to be culturally current. For example, today the Russian terms "Glasnost" and "Perestroika" express specific concepts. A Russian who immigrated to the United States ten years ago might not be familiar with the manner in which these terms are used in the USSR today. After proficiency in the target language, experience in developing language instruction and teaching the target language to English speaking students or English to target language students was paramount. All of the PIC materials are being developed on MacIntosh SEs using an optical scanner to incorporate authentic materials into PIC files. Therefore, it was also critical that the developers possess some degree of computer literacy.

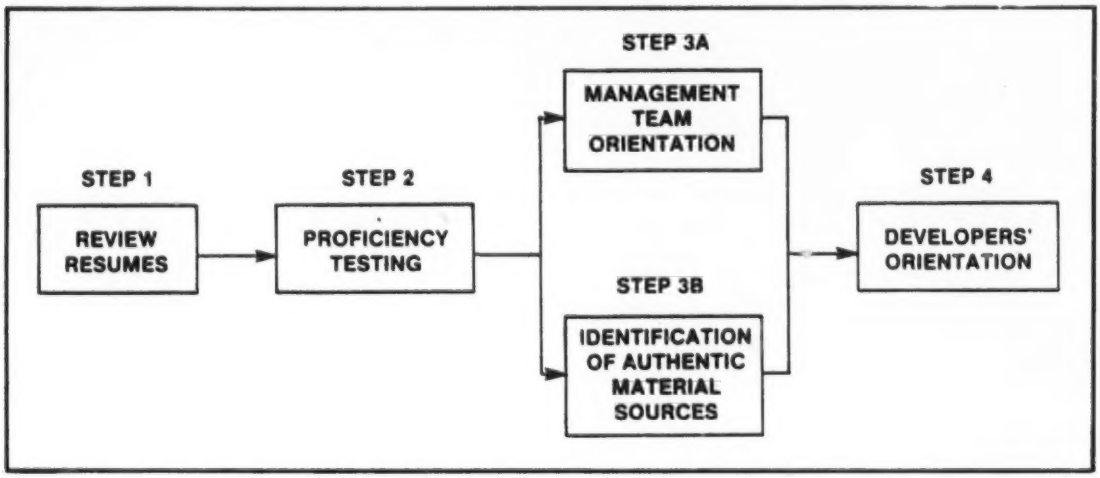


Figure 3 — STAFF SELECTION AND ORIENTATIONS

Once a candidate developer's resume had been accepted, the candidate's language proficiencies in both the target language and English had to be assessed. English language proficiency was informally determined during interviews. Target language proficiency was informally assessed by reviewing resumes and checking references. Target language speaking and listening proficiencies were then formally assessed by a verbal test administered (by telephone) by DLI language department subject matter experts (SMEs).

After the course developers were hired, two simultaneous activities were initiated. First, a five-day Project Management Orientation was conducted by DLI's staff in Monterey, CA. The objective of this orientation was twofold: 1) to achieve a mutual understanding of PIC development expectations between DLI and management staff, and; 2) to agree on a development approach to the PICs (i.e., tasks, deliverables, schedule, staffing and costs).

Concurrent with the Project Management Orientation, the course developers began identifying sources of authentic materials that could be used in the PICs — an activity which would continue throughout the performance of the project. Authentic materials, in this context, are defined as materials produced in the target country, in the target language for target country audiences. The materials must address military topics, be current and unclassified. While identifying sources, the developers also had to be sensitive to international copyright laws, because the materials are to be reproduced in the PICs exactly as they were produced in the target country. The authentic material

requirements rendered this task very difficult, e.g., how does one obtain a copyright release from the Supreme Soviet of the USSR to use military-related authentic materials in a DoD language course? During this activity, the developers also collected a sufficient number of authentic materials to support their orientation.

A four-week Developers' Orientation was then conducted by DLI at their facilities in Monterey, CA. The developers and staff coordinators attended this orientation. The objective of this orientation was to ensure that developers understood and could demonstrate the ability to satisfy DLI's curriculum development requirements.

Considerable resources were allocated to the selection and orientations of the project staff. The return on this investment proved considerable in terms of project efficiency. As a consequence, untold cost savings resulted.

Phase III — Development of the Proficiency Improvement Courses (PICs)

Development of the PICs encompassed five major sequential activities as shown in Figure 4. A necessary first step was to develop a management plan identifying the tasks, schedule, staffing requirements and costs associated with developing the PICs. This management plan was based on discussions that transpired during the Management Team Orientation. For this reason, the management plan was quickly approved by DLI and a work order was issued to develop the PICs before completion of the Developers' Orientation.

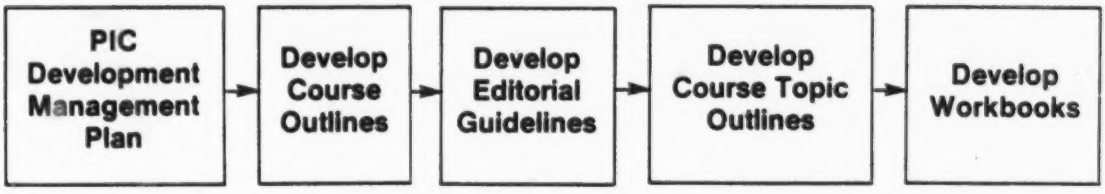


Figure 4 — PIC DEVELOPMENT ACTIVITIES

A course outline was developed next. The objective of this activity was to identify the structure of the language courses in terms of the number of instructional hours, units, unit tests and workbooks, and to identify the proficiency level associated with each workbook. The language course structure is shown in Table 4. It should be noted that the numbers shown in Table 4 apply to **each** of the three language courses, i.e., Czech, Polish and Russian.

Table 4 — LANGUAGE COURSE STRUCTURE

	TRACKS			
	Reading	Listening	Speaking*	Totals
Instructional Hours	100	100	100	300
Units	50**	50**	N/A	100
Workbook Tests	10	10	N/A	20
Workbooks:	10	10	N/A	20
Level 1	1	1	N/A	2
Level 1+	4	4	N/A	8
Level 2	4	4	N/A	8
Level 2+	1	1	N/A	2

*Exercise suggestions for instructors
**2 hours of instruction for each unit

Three language courses are to be developed. Two developers have been assigned to each language. The courses' sixty workbooks (twenty for each language) must be consistent in terms of content, organization and format. The content and organization of the workbooks is shown in Figure 5 below. A set of Editorial Guidelines was developed to ensure content, organization and format consistency among/between the workbooks. These guidelines included seven major components: 1) course outlines; 2) course development schedule; 3) developing a workbook; 4) copyrights; 5) exercise bank; 6) formats, and; 7) management support. The guidelines proved multi-functional. The developers use them as a job aid while developing workbooks. Internal and external reviews of the workbooks are based on the guidelines. The guidelines ensure that the activities of all parties involved in the project are based on a common set of understandings.

READING PROFICIENCY IMPROVEMENT COURSE

RUSSIAN LANGUAGE, ILR LEVEL 1 +

WORKBOOK 3

TABLE OF CONTENTS

Section		Page
INSTRUCTIONS TO STUDENTS		iii
INTRODUCTION — A Military Career in the USSR		1
UNIT 1	Basic Training	1
	Special Schools, Academies	3
	Exercises 1-7	4
UNIT 2	Promotions	11
	Competitions	12
	Exercises 1-5	13
UNIT 3	Courts Martial	20
	Exercises 1-9	22
UNIT 4	Retirement	31
	Exercises 1-5	32
UNIT 5	Memorial Addresses, Eulogies	41
	Exercises 1-4	42
SPEAKING SUGGESTIONS		53
ANSWER KEYS		57
GLOSSARY		60
DICTIONARY OF KEY VOCABULARY		63
REFERENCES		67
WORKBOOK TEST		4-1

Figure 5 — WORKBOOK CONTENT AND ORGANIZATION

Course workbooks are developed sequentially by proficiency level (see Table 4). For example, the workbooks required for level 1 would be developed before level 1+ workbooks. This process begins by first developing a topic list for each workbook. Topic lists focus on identifying all the topics to be addressed. The purpose of the topic lists is to ensure: 1) common topics are addressed by paired listening and reading workbooks, e.g., the topic(s) addressed in Reading Workbook 3 are similar to those addressed in Listening Workbook 3; and, 2) a variety of military topics are presented in the workbooks. The topic lists are prepared by the developers, reviewed by internal management staff and then submitted to DLI for approval.

Development of the PIC workbooks involves two major activities: 1) develop units, and; 2) assemble the workbooks. Each of these major activities involves a series of sequential steps as shown in Figure 6. Each step involved in the development process is addressed in the Editorial Guidelines.

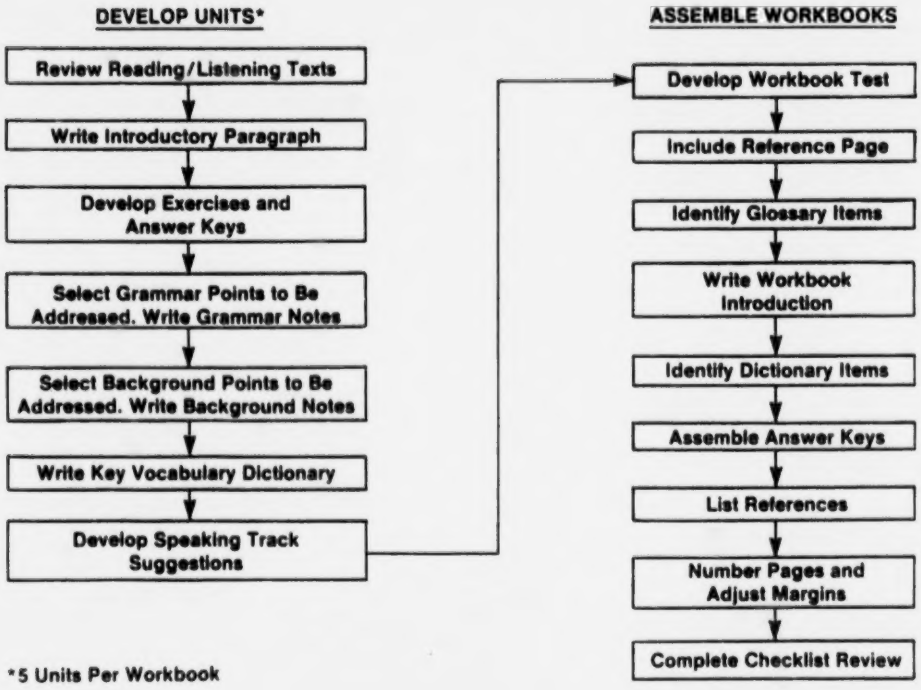
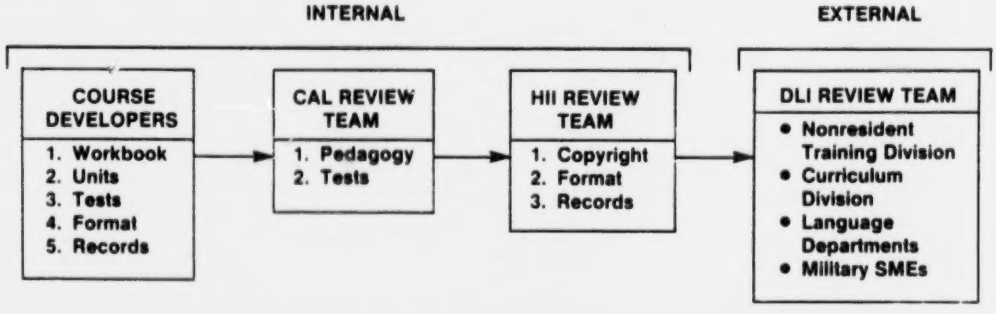


Figure 6 — WORKBOOK DEVELOPMENT PROCESS

During certain phases of this project, three formal deliverables will be due each week for periods as long as two months. Delaying a deliverable or underestimating the time required to produce/revise products could have catastrophic consequences on this firm-fixed-price project. For these reasons, quality control was and is paramount. Three major quality control mechanisms have been applied to this project: 1) editorial guidelines; 2) rigid internal and external review process, and; 3) extensive use of checklists. The editorial guidelines, as discussed previously, ensure a common understanding of workbook content, organization and format.

Each product developed during this project undergoes the four-level review process as shown in Figure 7. The review process begins with the course developers who are responsible for carefully



*All reviews, regardless of the organization involved, are based upon the Editorial Guidelines.

Figure 7 — PRODUCT REVIEW PROCESS

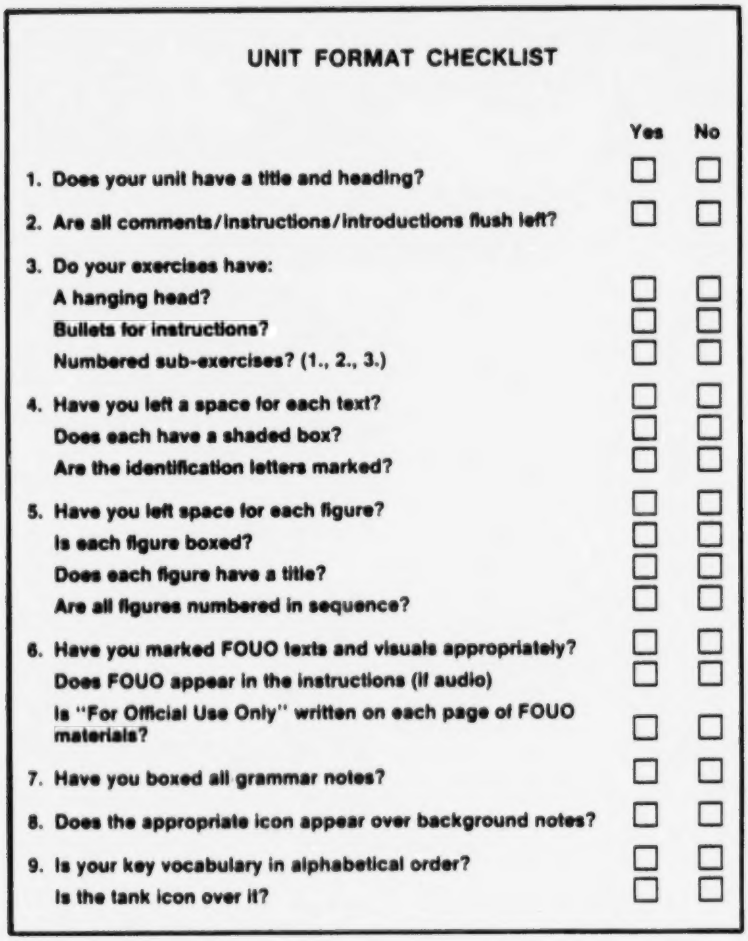
UNIT CONTENT CHECKLIST

	Yes	No
1. Are the reading or listening passages of an appropriate level and length?	☐	☐
Are at least five supporting visuals included?	☐	☐
2. Has the introduction been written?	☐	☐
3. Does the unit contain:		
Pre-listening or pre-reading exercises	☐	☐
Exercises	☐	☐
Post-listening or post-reading exercises	☐	☐
4. Are the exercises varied and stimulating?	☐	☐
Are they formatted for self-correction?	☐	☐
Have the answer keys been written?	☐	☐
Is the instruction language clear?	☐	☐
5. Have the key vocabulary items been identified?	☐	☐
Are these items listed alphabetically and placed at the end of the unit?	☐	☐
Has your partner checked the translation?	☐	☐
6. Have the grammar notes been kept to a minimum?	☐	☐
Are they simply and clearly written?	☐	☐
Are references to the separate grammar book included and accurately noted?	☐	☐
7. Are the background notes simply written?	☐	☐
Do they clarify points of non-shared culture where students might misinterpret the reading or listening passage?	☐	☐
8. Have the speaking track suggestions been written?	☐	☐
Do they promote interaction?	☐	☐
Are the instructions simple and clear?	☐	☐

Figure 8 — EXAMPLE OF A CONTENT CHECKLIST

reviewing each workbook they develop **before** the workbook is presented to project management for review. Using the Editorial Guidelines, the developers focus on the five items identified under Course Developers in Figure 7 (workbooks, units, tests, format and records). The subcontractor management team (CAL) then reviews the workbooks focusing on pedagogy and tests as well as each of the items reviewed by the developers. The HII review team focuses on copyrights, format and records as well as double checking everything reviewed previously. DLI's review focuses on each of the areas previously mentioned and involves several organizational entities: Nonresident Training Division; Curriculum Division; appropriate language departments, and; military subject matter experts (SMEs).

Checklists are used extensively throughout the internal review process. Checklists fall into two categories. Figure 8 presents an example of a content checklist. Figure 9 presents an example of a format checklist. Individual units are addressed by the two example checklists. Similar checklists were developed for workbooks as well as other interim products. All checklists are based on the Editorial Guidelines. They are used by each internal reviewer — developers and managers. The checklists ensure review consistency and, consequently, an efficient review as well as development process.



UNIT FORMAT CHECKLIST

	Yes	No
1. Does your unit have a title and heading?	☐	☐
2. Are all comments/instructions/introductions flush left?	☐	☐
3. Do your exercises have:		
A hanging head?	☐	☐
Bullets for instructions?	☐	☐
Numbered sub-exercises? (1., 2., 3.)	☐	☐
4. Have you left a space for each text?	☐	☐
Does each have a shaded box?	☐	☐
Are the identification letters marked?	☐	☐
5. Have you left space for each figure?	☐	☐
Is each figure boxed?	☐	☐
Does each figure have a title?	☐	☐
Are all figures numbered in sequence?	☐	☐
6. Have you marked FOUO texts and visuals appropriately?	☐	☐
Does FOUO appear in the instructions (if audio)	☐	☐
Is "For Official Use Only" written on each page of FOUO materials?	☐	☐
7. Have you boxed all grammar notes?	☐	☐
8. Does the appropriate icon appear over background notes?	☐	☐
9. Is your key vocabulary in alphabetical order?	☐	☐
Is the tank icon over it?	☐	☐

Figure 9 — EXAMPLE OF A FORMAT CHECKLIST

PROBLEMS ENCOUNTERED

At the beginning of this project, major investments were made in several activities to ensure the project's efficient execution, e.g., multiple management plans, management team and developers' orientations, editorial guidelines. However, as is the case with any project, not all of the problems actually encountered were anticipated. Three major problem areas were particularly acute; 1) copyrights; 2) computer literacy, and; 3) English language skills.

Copyrights

The PICs are to be used to train DoD linguists. The PICs are to contain authentic materials related to military topics. The authentic materials can not be classified. By definition, the authentic materials have to come from Czechoslovakia, Poland and Russia. These authentic material requirements present the dilemma illustrated in Figure 10.

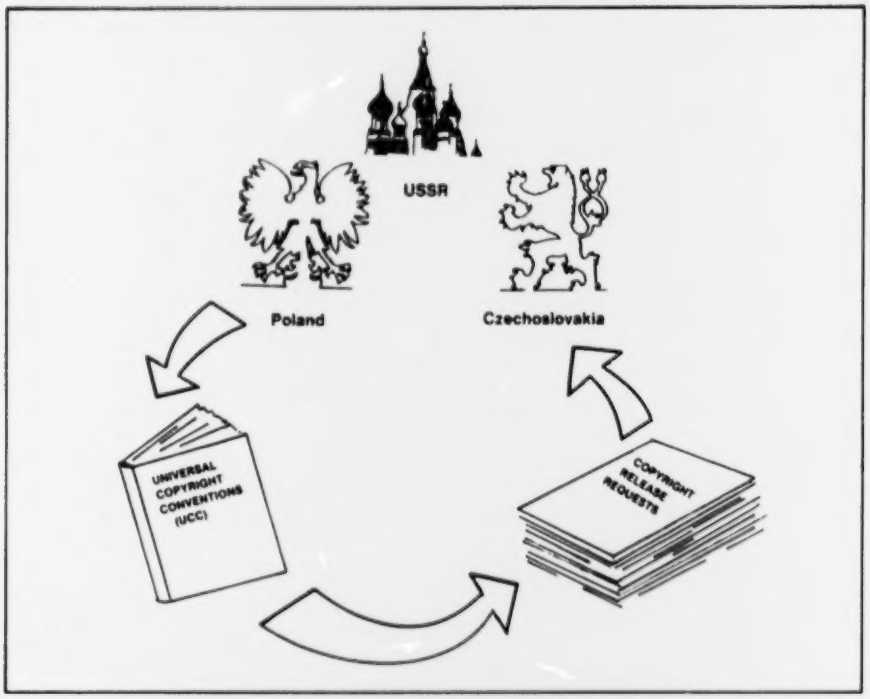


Figure 10 — COPYRIGHT DILEMMA

Recent advances in communication technologies have resulted in instantaneous worldwide dissemination of information. As a result, international copyright protection has become necessary. International copyrights have been established through the Universal Copyright Convention (UCC) and the Berne Agreement. These conventions meet to establish rules for international copyright protection. Countries sign and agree to these convention rules. The United States, Czechoslovakia, Poland and Russia have all signed the same copyright conventions. Most recently, the US Senate voted in favor of the Berne Convention which states that the absence of a copyright notice on a document does not mean that it is not copyrighted. This means that it is the responsibility of anyone wanting to use the material to determine whether or not the material is copyright protected.

Most copyright conventions state that the copyright laws of the country agreeing to the convention rules are applicable to the materials produced in that country. For example, the Supreme Soviet in the Soviet Union claims copyrights to **all** written materials produced in the USSR. This includes anti-communist literature. This means that if the Washington Post were to print an underground "refusenik" leaflet produced in the USSR, the Supreme Soviet could sue the Post for copyright infringement.

The copyright dilemma is rooted in the fact that copyright releases probably should be obtained for many of the authentic materials used in the PICs. In the United States this is a simple matter involving requesting a release from the copyright holder. However, requesting copyright releases from Warsaw Pact countries presents two major problems:

- **Divulging Use** — Copyright release requests normally include an explanation of what the materials are going to be used for. In this case, the materials are to be used in courses to train DoD linguists, which is not something any Warsaw Pack country would be anxious to approve.
- **Time Delays** — The Czech, Polish and Russian Bureaucracies, not unlike our own, are not known for their expediency. This project involves an ambitious production schedule. Once an authentic text (audio or written) is identified as being useful, the workbook into which it has been incorporated progresses from a draft to final version in less than three months. One

could not expect a copyright release from the Supreme Soviet in such a short period. In the event a release was not granted, tremendous delays and increased costs would result.

Copyrights cannot be violated during this project. Therefore, it is imperative that all project personnel be familiar with the intellectual property laws of the United States and international universal copyright conventions. This was accomplished by including an extensive section on copyrights in the Editorial Guidelines discussed previously.

DLI was also asked to include a copyright liability indemnification clause in the PIC development contract. This clause would release the contractor of all copyright liabilities, e.g., the Government would be responsible for any and all liabilities associated with copyrights. In essence this contractual clause, not uncommon in Government contracts, would give the contractor "permission" to violate copyrights. In this instance, DLI refused to incorporate such a clause in the PIC development contract — for obvious reasons.

Given the absence of a copyright liability indemnification clause in their contract, HII was faced with a perplexing situation — how to develop the PICs using authentic materials without violating copyrights. After many meetings and discussions amongst DLI, 7th Infantry Division Judge Advocate General's office, HII and HII's attorneys, an agreement was reached. The essence of this agreement is that HII alone will decide what and how authentic materials will be used in the PICs. All parties agreeing to this condition understood that it could result in the PICs containing far less authentic materials than either the contractor or DLI desired.

With respect to obtaining copyright releases for authentic military materials from Eastern bloc countries, a satisfactory solution has yet to be found.

Computer Literacy

To meet the ambitious production schedule of this project, the PIC developers are to produce all course materials using MacIntosh SEs. This dictates that the developers possess some degree of computer literacy. By itself, this requirement seemed achievable. However, computer literacy was only one of several developer prerequisites. All PIC developers also have to possess target language skill proficiencies of ≥ 4. Their target language skills also have to be "culturally current." These target language skill requirements necessarily resulted in hiring course developers who had recently immigrated to the United States.

Czechoslovakia, Poland and Russia are not known for the proliferation of computers in their schools and workplaces. Therefore, it was difficult to find developers with the required language **and** computer skills. Priority was necessarily placed on hiring developers with language skills with the belief that they could be taught the necessary computer skills.

It became obvious soon after the project began that it was going to be difficult to teach the developers and for them to learn the required computer skills. "Keyboard phobia" was both anticipated and encountered. This was not unusual given the developers' average age was approximately 40. What was not anticipated was the impact of the developers' cultural backgrounds on learning the required computer skills. Unlike residents of the United States who encounter computers many times during each day of their lives, the computer was foreign to several of the developers. For this reason, ensuring that the developers learn the required computer skills has been difficult, as illustrated by Figure 11.

Not anticipating the computer literacy problems has resulted in delays in meeting deliverable schedules and had a financially adverse impact on this firm-fixed-price project. In retrospect, more time should have been allocated to teach the developers the computer skills necessary to perform their jobs. The computer training should have been "culturally" sensitive and more formalized.

- **Required:**
  - **Ability to Quickly Learn Mac Word Processing**
- **Actual:**
  - **Inexperience with Computers**
  - **Culturally Biased Against Computers**
  - **Insufficient English Language Skills to Understand User Documentation**
- **Consequence:**
  - **Unforeseen Need for Formal Computer Training**

Figure 11 — COMPUTER LITERACY PROBLEMS

English Language Skills

Although it was determined during interviews that the developers had an English speaking proficiency of ≥2+, their English writing and reading skills were never formally tested or assessed. This has presented problems in developing the PIC workbooks as shown in Figure 12. To understand the problems this has presented, one must first understand the importance of the English portions of the workbooks.

- **Required:**
  - **Able to Write Adequate English Instructions**
  - **Able to Understand Computer User Documentation**
- **Actual:**
  - **Poor English Writing Skills**
  - **Difficulty in Understanding Computer User Documentation**
- **Consequences:**
  - **Prolonged Production Review and Revision Process**

Figure 12 — ENGLISH LANGUAGE SKILL PROBLEMS

A large portion of the PICs are written in English including: introductions to workbooks; cultural background note, and exercise instructions. Although they represent only a small percentage of the PIC materials, the English portions of the PICs are critical to their teaching effectiveness. Poorly written instructions and explanations are distracting to users of nonresident instructional materials. This can result in decreasing the effectiveness and efficiency of the nonresident materials. Therefore, it is critical that the English portions of the PICs be grammatically correct.

The English portions of initial versions of the PIC workbooks were poorly written. This has resulted in many unanticipated rewrites and production delays. The developers have also had difficulty comprehending MacIntosh user documentation because of their English reading proficiency. This has also had an adverse impact on production schedules.

In retrospect, it would appear that the developers' English language skills should have been formally assessed. Ideally, the developers' English language proficiency in reading, writing and speaking should have been at least a 3+. Because employment commitments have already been made with the developers, the adverse consequences of less than desired English language proficiencies is being compensated for by diligent review of all PIC materials. Although this has resulted in schedule delays and proven frustrating for the developers as well as project management personnel, it is a necessary fact of life with which all must learn to live.

EDUCATIONAL IMPORTANCE OF WORK

As our world becomes smaller, language education becomes more important. Nonresident language proficiency improvement courses are critical to maintaining and improving the language skill proficiencies of DoD's linguists in the field. The use of authentic materials in the linguists proficiency improvement courses enhances the transfer of language skills addressed in the courses to the linguists' work environment.

This project also represents a unique demonstration of the interdependence of educational research and practice. The many studies that have been conducted with the ILR SLDs testify to their validity as an operational model or hierarchy of second language acquisition, at least among adults who have learned in a formal instructional environment. The PIC project is employing this model and making curricular adaptations of it, to facilitate the maintenance or growth of language skills among military linguists.

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Appendix

COPIES OF VU-GRAPHS

INTERAGENCY LANGUAGE ROUNDTABLE (ILR)
Skill Level Descriptions (SLDs)

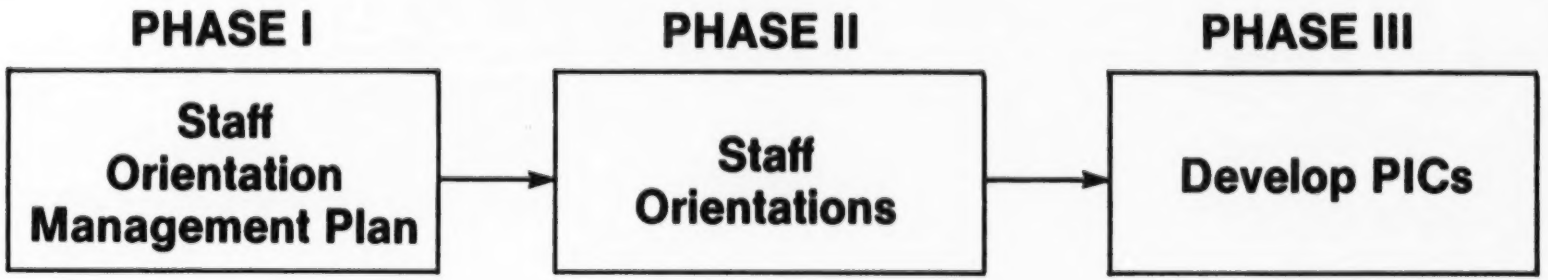
LEVEL	SKILL
0	No functional ability
1	Not a full partner in a conversation Can cope with everyday survival topics
2	Full partner in a casual conversation Can talk about concrete topics
3	Full partner in both formal and informal conversations Can converse on abstract subjects
4	Can tailor language to fit an audience Can speak on all topics pertinent to professional needs
5	Equivalent to a well-educated native speaker Can speak on all subjects

AUTHENTIC VS. CONTRIVED MATERIALS

LANGUAGE INSTRUCTION	JOB-RELATED TASK	JOB PROFICIENCY
Authentic Materials Pravda: "U.S. Imperialist Forces Today Bombed Libya."	Listen to Soviet Broadcasts	• Knows vocabulary • Is comfortable with rate of delivery, intonation, and broadcast frequency
Contrived Materials Textbook: "Pushkin's Father Had a Grand Library."	Listen to Soviet Broadcasts	• Unfamiliar with vocabulary • Unaccustomed to rapid rate of delivery, intonation, and broadcast frequency

LINGUIST PROFICIENCY IMPROVEMENT COURSES

DEVELOPMENT PHASES



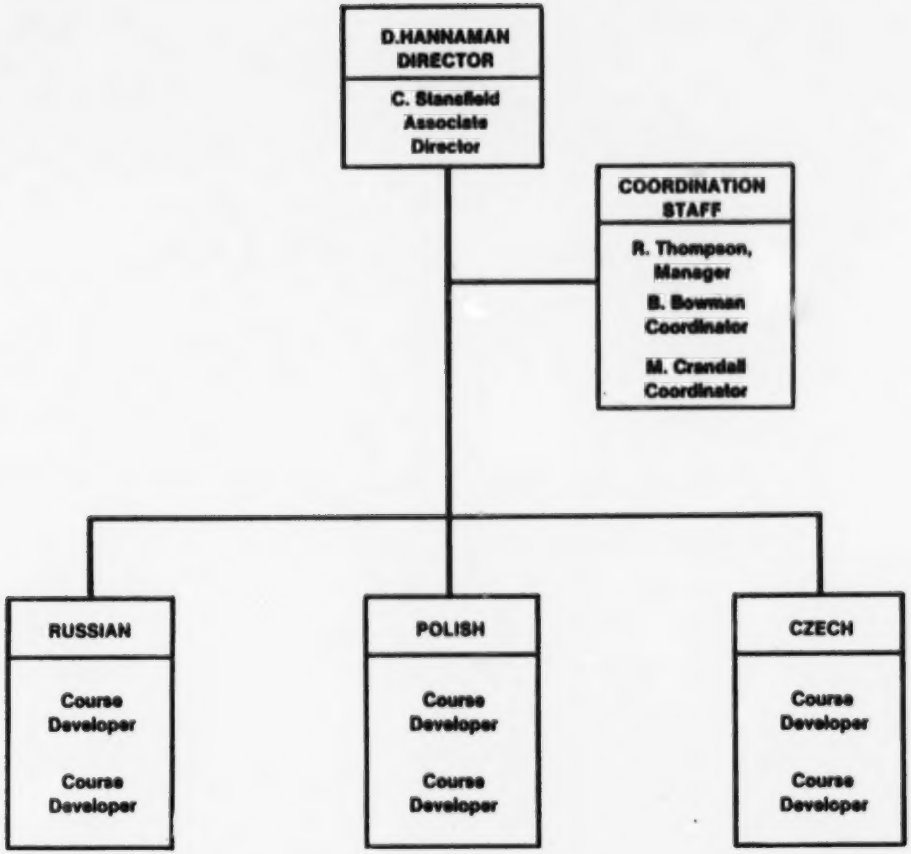
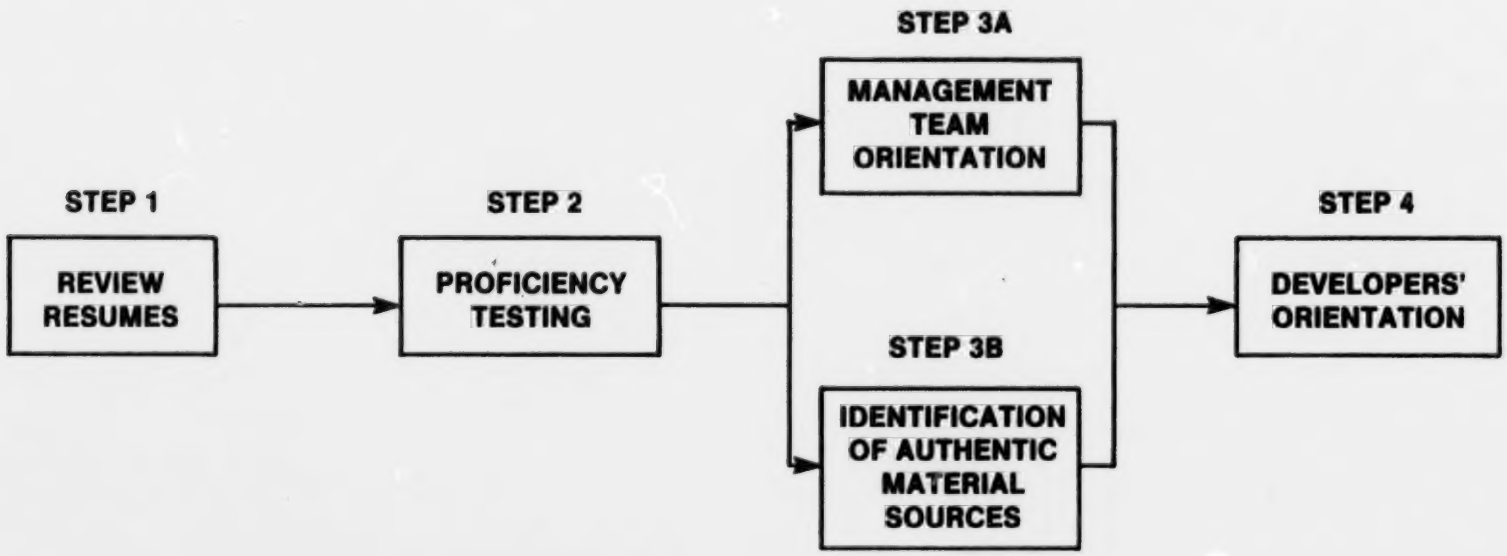


Figure 3 — DOD NONRESIDENT COURSE DEVELOPMENT PROJECT ORGANIZATION

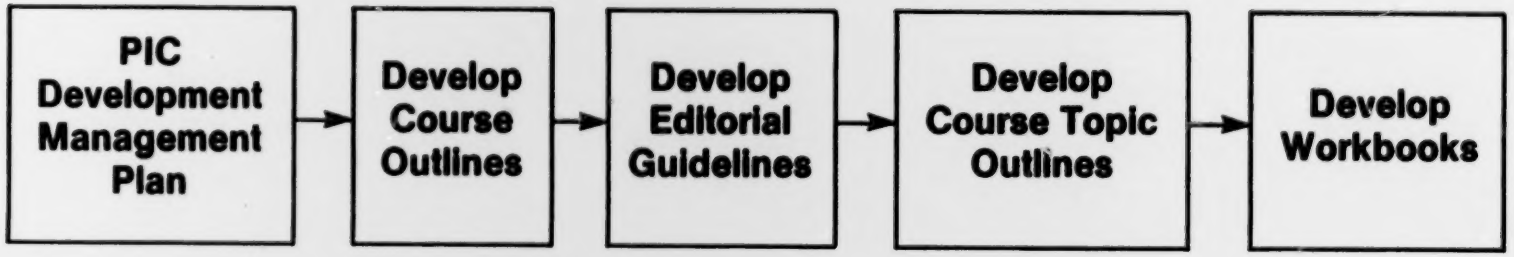
DLI PROJECT RESPONSIBILITIES

NAME/TITLE	RESPONSIBILITIES	REPORTS TO
David Hannaman Project Director	Overall Project Management: Technical Quality Budget Management Only Interface with OPM Primary Interface with DLI Staff Management Reporting Managing Subcontractor	OPM Manager
Charlie Stansfield Associate Director	Subcontract Manager: Manage CAL Staff Product Quality Assurance Progress Reporting	David Hannaman Project Director
Dick Thompson Coordination Manager	Coordinate Development	Charlie Stansfield Associate Director
Brenda Bowman & Margo Crandall Staff Coordinators	Coordinate Development of Interim & Final Products	Dick Thompson Coordination Manager
Developers	Develop Products	Dick Thompson Coordination Manager

PHASE II
STAFF SELECTION AND ORIENTATIONS



PHASE III
DEVELOP PROFICIENCY IMPROVEMENT COURSES (PICs)



DEVELOP COURSE OUTLINES

	TRACKS			
	Reading	Listening	Speaking*	Totals
Instructional Hours	100	100	100	300
Units	50**	50**	N/A	100
Workbook Tests	10	10	N/A	20
Workbooks:	10	10	N/A	20
Level 1	1	1	N/A	2
Level 1+	4	4	N/A	8
Level 2	4	4	N/A	8
Level 2+	1	1	N/A	2

*Exercise suggestions for instructors
**2 hours of instruction for each unit

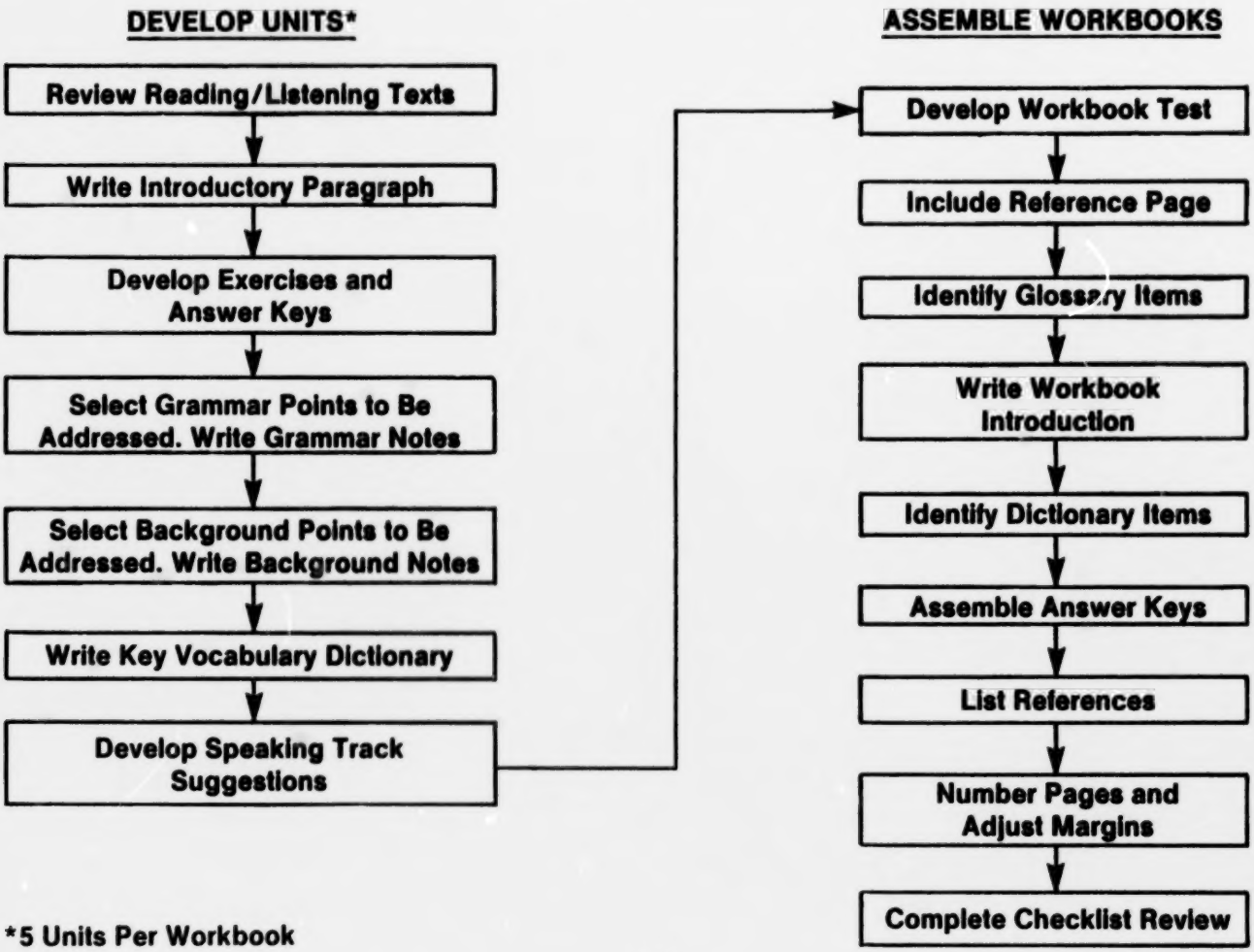
WORKBOOK ORGANIZATION

READING PROFICIENCY IMPROVEMENT COURSE
RUSSIAN LANGUAGE, ILR LEVEL 1 +
WORKBOOK 3

TABLE OF CONTENTS

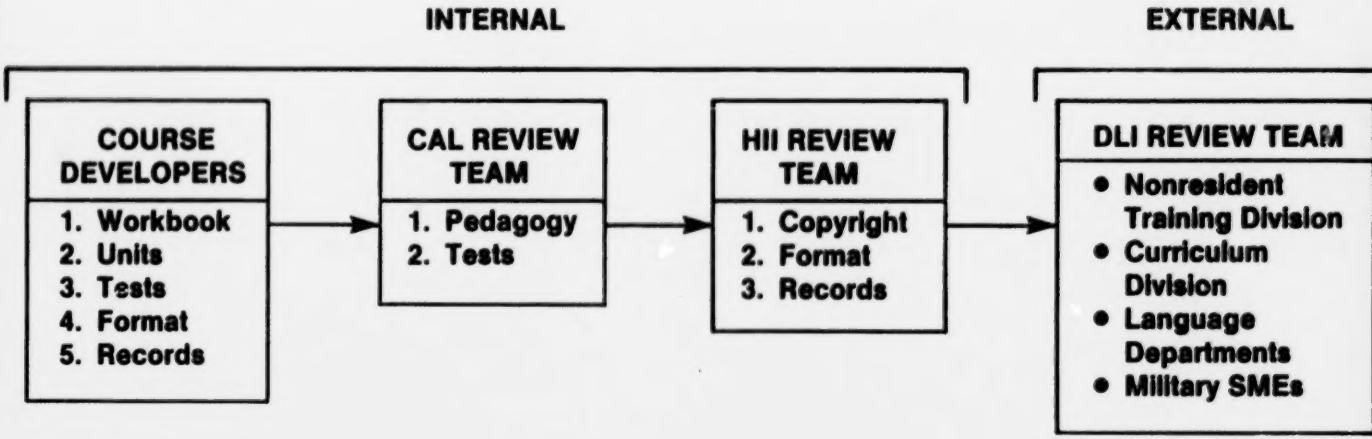
Section		Page
INSTRUCTIONS TO STUDENTS		iii
INTRODUCTION — A Military Career in the USSR		1
UNIT 1	Basic Training	1
	Special Schools, Academies	3
	Exercises 1-7	4
UNIT 2	Promotions	11
	Competitions	12
	Exercises 1-5	13
UNIT 3	Courts Martial	20
	Exercises 1-9	22
UNIT 4	Retirement	31
	Exercises 1-5	32
UNIT 5	Memorial Addresses, Eulogies	41
	Exercises 1-4	42
SPEAKING SUGGESTIONS		53
ANSWER KEYS		57
GLOSSARY		60
DICTIONARY OF KEY VOCABULARY		63
REFERENCES		67
WORKBOOK TEST		4-1

DEVELOP WORKBOOKS



*5 Units Per Workbook

REVIEW PROCESS*



*All reviews, regardless of the organization involved, are based upon the Editorial Guidelines.

UNIT CONTENT CHECKLIST

UNIT CONTENT CHECKLIST

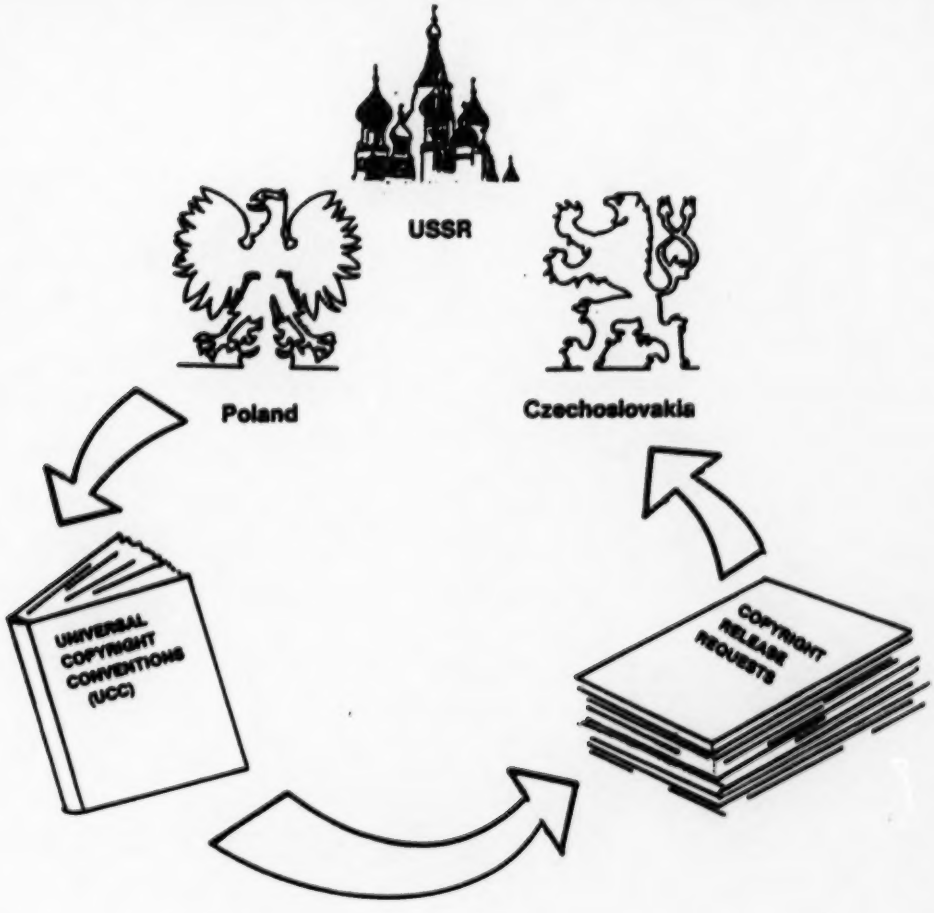
	Yes	No
1. Are the reading or listening passages of an appropriate level and length?	☐	☐
Are at least five supporting visuals included?	☐	☐
2. Has the introduction been written?	☐	☐
3. Does the unit contain:		
Pre-listening or pre-reading exercises	☐	☐
Exercises	☐	☐
Post-listening or post-reading exercises	☐	☐
4. Are the exercises varied and stimulating?	☐	☐
Are they formatted for self-correction?	☐	☐
Have the answer keys been written?	☐	☐
Is the instruction language clear?	☐	☐
5. Have the key vocabulary items been identified?	☐	☐
Are these items listed alphabetically and placed at the end of the unit?	☐	☐
Has your partner checked the translation?	☐	☐
6. Have the grammar notes been kept to a minimum?	☐	☐
Are they simply and clearly written?	☐	☐
Are references to the separate grammar book included and accurately noted?	☐	☐
7. Are the background notes simply written?	☐	☐
Do they clarify points of non-shared culture where students might misinterpret the reading or listening passage?	☐	☐
8. Have the speaking track suggestions been written?	☐	☐
Do they promote interaction?	☐	☐
Are the instructions simple and clear?	☐	☐

UNIT FORMAT CHECKLIST

UNIT FORMAT CHECKLIST

	Yes	No
1. Does your unit have a title and heading?	☐	☐
2. Are all comments/instructions/introductions flush left?	☐	☐
3. Do your exercises have:		
A hanging head?	☐	☐
Bullets for instructions?	☐	☐
Numbered sub-exercises? (1., 2., 3.)	☐	☐
4. Have you left a space for each text?	☐	☐
Does each have a shaded box?	☐	☐
Are the identification letters marked?	☐	☐
5. Have you left space for each figure?	☐	☐
Is each figure boxed?	☐	☐
Does each figure have a title?	☐	☐
Are all figures numbered in sequence?	☐	☐
6. Have you marked FOUO texts and visuals appropriately?	☐	☐
Does FOUO appear in the instructions (if audio)	☐	☐
Is "For Official Use Only" written on each page of FOUO materials?	☐	☐
7. Have you boxed all grammar notes?	☐	☐
8. Does the appropriate icon appear over background notes?	☐	☐
9. Is your key vocabulary in alphabetical order?	☐	☐
Is the tank icon over it?	☐	☐

COPYRIGHT DILEMMA



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- **Consequence:**
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ENGLISH LANGUAGE SKILLS

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  - **— Able to Write Adequate English Instructions**
  - **— Able to Understand Computer User Documentation**
- **Actual:**
  - **— Poor English Writing Skills**
  - **— Difficulty in Understanding Computer User Documentation**
- **Consequences:**
  - **— Prolonged Production Review and Revision Process**